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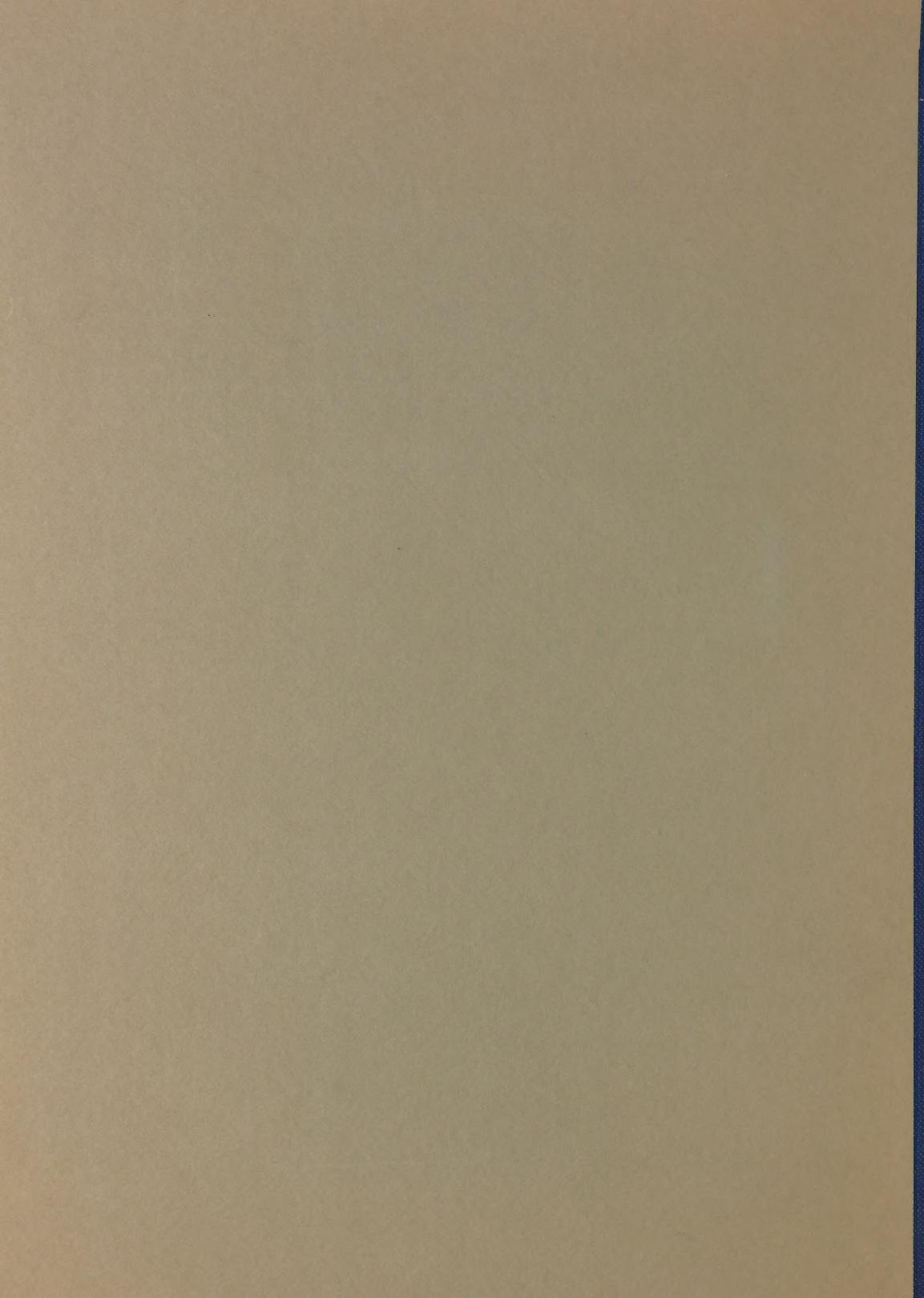
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Canada. Women's Bureau
Opportunities for
continuing education

Bulletin No. 9



NUMBER 12

JULY 1969

ADDITIONS TO CONTINUING EDUCATION
A Journal Devoted to Women's

The interest in continuing education is stirring in Canada. New and varied and old ways, after the first years of schooling are over, are opening opportunities for:

- future mothers
- further vocational and professional studies
- further training
- value development activities

Special training in one occupation may require extensive scientific training and technical courses in specialized fields of knowledge. Continually revised skills are required in both civilian and military occupations.

This interest in continuing education is particularly强烈 in young women. A recent survey by the business schools of statistics showed that 70% of those now taking adult education courses are women. This proportion is likely to increase for several reasons:

- Sustained economic growth requires the constructive use of all potential resources of manpower. There are new possibilities for the employment of women interested in and trained for work outside the home.
- Above shortages of personnel in social work, nursing, teaching & other women have demonstrated their efficiency in drawing them back to work. Moreover, new horizons have opened up opportunities for part-time work that facilitate a woman combining her responsibilities with outside employment.

Young women between 18 and 24 years old are more interested in further education than by itself or in preparation for vocational training. As teachers, nurses, doctors, etc., qualifications for entry include good health, personal qualifications, life savings or study on adult classes, one year minimum "recommended by Ministry of Education". Apply now to the City, M.L.I., University, and "Ontario Society for Adult Education" for information and advice.





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CANADA

Women's Bureau Bulletin

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Department
of
Labour

Number IX

July 1963

OPPORTUNITIES FOR CONTINUING EDUCATION "A Second Chance for Women"*

New interest in continuing education is stirring in Canada. More and more men and women, after the first years of schooling are over, are seeking opportunities to:

- resume studies
- increase vocational and professional skills
- sustain learning
- enjoy intellectual stimulation.

Initial training in any occupation is no longer training for life. The rapid pace of scientific discovery and technological change have expanded all fields of knowledge. Constantly renewed effort is demanded if an individual is to maintain occupational competence.

This interest in continuing education is particularly apparent among women. A recent survey by the Dominion Bureau of Statistics showed that about 41% of those now taking adult education courses are women. The proportion is likely to increase for several reasons:

- Sustained economic growth requires the constructive use of all potential resources of brainpower. There are new possibilities for the employment of women interested in and trained for work outside the home.
- Acute shortages of personnel in social work, nursing, teaching - where women have demonstrated their proficiency - are drawing them back to work. Moreover, such shortages have opened up opportunities for part-time work that facilitate a married woman combining home responsibilities with outside employment.

* - "Second chance for education and a career for women between 20 and 45 who need further education as an end in itself or as preparation for vocational training as teachers, social workers, etc. Qualifications for entry include good work record or family responsibilities, wide reading or study in adult classes. GCE not necessary. Recognised by Ministry of Education. Apply now: Secy. (NS), Hillcroft College, Surbiton, Surrey." -- advertisement in the NEW STATESMAN, June 7, 1963.

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- Many women find their traditional tasks changed; a farm woman, for instance, who used to be the buttermaker, may now be the bookkeeper for a quite complex farm operation.
- There are women who wish to keep in touch with developments in a chosen field of work during the years they remain at home so that later on they may return to the labour force.
- Numerous women, both in and out of the labour force, look to continuing education for personal enrichment.

Fundamental to all of this is the general pattern of a woman's life today - formal schooling, a few years of employment perhaps combined with marriage until small children and home duties take her out of the labour force, a period of years at home, and a subsequent return to work when the children are of school age or older. With a longer life expectancy, the high standard and cost of living and the amenities of modern housekeeping, most women will engage in work outside the home for many more years than in the past.

This pattern underlines the need for more flexibility in a woman's educational program. She must be able to move between the school or work milieu and the home milieu without too much difficulty. Such flexibility depends to a large extent upon effective action by women themselves. Individually and in organized groups, women have a responsibility to articulate their needs in continuing education. Schools are pressed with the demands of the rapidly expanding younger student population. The challenge is for women, to define the resources and adjustments required, and in cooperation with professional associations, educational institutions and other agencies, to work out programs that will enable them to come to terms with the changes in modern society.

Adult Education Resources in Canada

For many years Canadian university extension programs have opened the way to continuing education for adults. Public school boards in many communities have operated extensive evening programs for adults. Correspondence courses in academic and technical subjects have been offered by Departments of Education. Departments of Agriculture, through their extension services, set up programs in rural areas. Informal education programs have been available through other agencies such as public libraries, labour unions, co-operatives, churches and voluntary organizations.

The Canadian Association for Adult Education and L'Institut Canadien d'Education des Adultes have been major sources for information, publications and program aids in adult education. They have provided consultative services and library services as well.

Several provinces now have special adult education divisions. This is an indication of the growing acceptance by provincial authorities of their responsibility for the education of adults as well as youth.

Public schools for adults are coming into being with facilities and techniques for adults. For example, the City of Vancouver operates the King Edward Continuing Education Centre which offers day and evening high school matriculation courses for adults only. A school in Toronto has been converted by the Board of Education to an adult retraining centre for the unemployed.

The mass media have given new dimensions to adult education. Thousands of Canadians have found broadened horizons through radio programs like Farm Forum, Citizen's Forum or University of the Air. New media such as television give further scope to continuous learning. In Montreal, for example, the Canadian Broadcasting Corporation offers television courses for credit - six in the French language produced in cooperation with the Universities of Montreal and Laval and one in English produced in cooperation with Sir George Williams University (see appendix B). This year, Toronto, Montreal and Ottawa will carry the Live and Learn series and a similar series is expected to be carried in the prairie region in 1963-64. Citizen's Forum which continues on radio, features a separate series on television. In Toronto, there is an organization, the Metropolitan Educational Television Association (META) to promote the use of television as an educational medium and to assist in the production of educational programs.

Programmed instruction appears to have real potential as an adult learning method. It is currently used for learning a diversity of subject matter including mathematics and second languages.

Retraining and Refresher Courses

Retraining and refresher courses are assuming greater importance. These can be provided most effectively by professional associations and groups who know the requirements of their respective occupations.

Various methods are being used:

. The Association of Nurses in Quebec recently organized a course to bring nurses interested in returning to work up-to-date on new developments in nursing. Other provincial nursing associations and individual hospitals have done something similar.

. Two or three social workers in Ottawa who had not been active in the field for some time sparked interest that led to a refresher course entitled "Current Trends in Social Work Practice". The course, given by the School of Social Welfare at St. Patrick's College in cooperation with the Welfare Council of Ottawa, consisted of 10 two-hour lectures held weekly. A maximum quota of 25 persons was set up. With only informal publicity 23 social workers attended the series.

In other places social workers may keep in touch with changes by auditing regular social work courses at the universities or by meeting periodically with social workers who are active in the profession.

. In Home Economics the objective has been to keep those currently employed informed of new developments. In conjunction with the national convention held every two years, the Canadian Home Economics Association arranges a course of four to five days to highlight developments in a particular area. Within recent years these courses have covered topics like new trends in nutrition, clothing construction, textiles, family life and the use of mass media.

. Retraining in library work is described as "tailor-made" for the individual. The new knowledge that is required when the individual resumes employment may not be so much in the basic techniques of library work as in the latest information about the literature and trends in one's field of library specialization. Special university courses, on-the-job training and reading programs are examples of ways in which "up-dating" for librarians is being achieved.

. The Association of Administrative Assistants or Private Secretaries has a program to provide encouragement and facilities for advanced education for secretarial workers. Annual seminars are held and there is a correspondence course available through the University of Toronto Extension Department. This three-year course includes such subjects as English Composition, Psychology, Economics, Business Law, Business Organization and Human Relations in Business.

. Seminars are a popular method for further education. Two seminars for women with management responsibilities in business have been sponsored by the Toronto Business and Professional Women's Club. The National Secretaries Association held a seminar in Vancouver on "The Rôle of Women in Business".

Only a few courses exist in work that calls for less formal education but nevertheless requires training if the worker is to do a competent job.

Recently the Women's Bureau shared in the preparation of a prospectus for the training of visiting homemakers, a project of the Committee on Homemaker Services of the Canadian Welfare Council. The prospectus, since published by the Council, points out that although a woman may have been an experienced housewife for many years, it is different to be a manager in someone else's home where routine, equipment and atmosphere may be quite different. The suggested course content includes the Homemaker Service itself, household management, home nursing, child care, care of older people, and psychological and cultural factors.

Women are participating in training programs for the unemployed in about the same proportions in which they participate in the labour force.

These training programs, carried out under federal-provincial agreements, cover a wide range of topics although women tend to be concentrated in training in business and personal services. Women's Bureau Bulletin No. V entitled Women In The Training Program For Unemployed Persons describes this participation in greater detail.

Courses for nursing assistants and other opportunities for older women are described in the Women's Bureau publication Job Training for the Mature Woman entering or re-entering the labour force, 1962.

In the United States continuing education programs with special features have been set up to permit women to pursue both career and home interests. Some of these are outlined in Appendix A.

Obstacles to be overcome

Even though resources for continuing education exist it may be difficult for a woman to take advantage of them for a variety of reasons:

"For millions of American women, the lack of a starting place means that they simply do not start. Others invest heavily in scattered courses adding up to nothing, enroll in non-accredited schools only to find later that their training is valueless, or prepare for vocations for which there is no local need . . . These wasted efforts often involve great personal and family sacrifice for no purpose and with no reward."

These comments of Mrs. Virginia Senders, one of the originators of the Minnesota Plan (see Appendix A) are similarly applicable to Canada. There is a lack of services that provide full information about the opportunities available to women in continuing education and that provide competent help in developing a sound program of studies. This lack is particularly noticeable in the non-university fields.

There are other problems as well:

- The cost of courses or training programs, especially those at the university level, may be beyond the means of many women.
- Rigidity of course schedules makes it difficult for married women with school-aged children to attend.
- Transportation to and from classes can be a problem. Rural women and suburban women, for instance, may be some distance from the locale of the course.

- Making satisfactory baby-sitting arrangements and being away from home for extended periods of time may be difficult.
- Psychological fears may exist. Am I too old to learn? Am I too rigid in my thinking? Can I adjust to doing homework? Can I cope with exams - especially with children around? What will my husband and neighbours think?
- Recognition of credits earned elsewhere may have to be obtained - and these may have been acquired some years ago or in other countries.

Probably the most basic problem for many women is an initial lack of sufficient schooling to be able to benefit from the vocational, technical and professional training available. About 45% of the women in Canada, 14 years and older, have elementary school education or less. About 50% have secondary education. Only about 5% have had university training. The upgrading of the academic qualifications of many women is fundamental to further education.

Recent Initiatives

Some organized attention is being directed to these difficulties.

. The Adult Education Committee at Carleton University in Ottawa recently invited representatives of women's organizations to a meeting to discuss the extension program offered at Carleton and to consider topics and adjustments that might be of interest to women. Many points were raised which could not be fully discussed in the time available. The Adult Education Committee of the University is following up with individual and group questionnaires asking for further comments and ideas.

. The Real World of Woman, a C.B.C. Public Affairs Conference, was held in Toronto in September, 1962. The recommendations of the Workshop on Education were as follows:

- "1. That there be made available more opportunities in adult education for women generally, and the young married woman in particular; and more opportunities for adult counselling.
2. That our formal educational institutions should give greater consideration to the setting up of programs to meet the needs of the young married and older women, making their schedules sufficiently flexible to conform to the varying rhythm of a woman's life. To many women a college education might be more desirable after marriage.
3. That the possibility be considered of a variety of television educational programs which would be available to women in their homes. These could be so arranged that

examinations could be written at their conclusion, and credit given, so that women would feel that they are making educational progress and qualifying themselves for some possible future work

4. That more capital be invested in good day-nursery care.

5. That the need be recognized for continuing education for women at all stages of life."

. The Annual Meeting of the Y.W.C.A. of Canada held in October, 1962, passed a resolution requesting the National Association to take some initiative in organizing a consultation of national women's organizations to consider the problems of re-education for women.

In May, 1963, about 30 women representing a variety of organizations, institutions and government agencies met at the national office of the Y.W.C.A. to begin discussions on this topic.

The result of the day's deliberations was a request to the Y.W.C.A. of Canada to convene a sub-committee from among the organizations and agencies who had indicated an interest to plan for a second more comprehensive consultation in the fall of 1963. At this consultation working papers would be presented outlining the various aspects of the problem in greater detail. Subsequent discussions, it is hoped, will then define what kinds of action are required in Canada in this area and how such action might be initiated.

Further information about this consultation may be obtained from Miss Agnes Roy, Executive Director, Y.W.C.A. of Canada, 571 Jarvis Street, Toronto 5, Ontario.

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In moving ahead, national efforts will be important. However, continuing education resources differ from city to city and from province to province. It is at the local and regional levels, therefore, that women will have to strive most to make their new educational requirements clear and their impact felt.

Questions for Consideration

1. In what order would you rate the following as deterrents to women in continuing their education?

- lack of finances
- lack of counselling or direction

- lack of personal motivation or discipline
- lack of moral support
- baby-sitting problems
- housekeeping problems
- transportation problems
- lack of appropriate courses
- lack of appropriate or interesting methods of learning
- lack of convenient time schedules
- indifference of educational institutions and authorities
- other (specify)

What action do you think would remove or lessen these deterrents?

2. In your community what services would be most practical to provide women with information and counselling about continuing education facilities?

What persons or agencies might co-operate to bring such services into being?

3. An inquiry by the Women's Bureau among women who had taken professional social work training at thirty years of age or over, revealed that they had all done so on their own initiative.

What community resources do you think are needed to stimulate and multiply this kind of individual effort?

4. Speaking to the need of courses for women in rural areas, Mrs. R. J. Penney, Convenor of the Standing Committee on Citizenship and Education for the Federated Women's Institutes of Canada, said in a recent letter to the Women's Bureau:

"The Agricultural Rehabilitation and Development Act of the Federal Government is designed to assist the smaller farm, the marginal farm or unproductive areas to become more financially sound in categories more suitable to the soil and

location. One aspect is the development of areas suitable for tourists, campers, or summer visitors. The large farm homes could be utilized as hostels or dining rooms. To assist the Woman in transition, courses in tourism, preparation and serving of food and related subjects would be of great value."

Mrs. Penney also said:

"We know that women handle a large share of the family finances and are often left to cope with estates. It would appear that a course in money management would be essential for women be they rural or urban . . ."

What courses not now available, do you think would be most useful and of greatest interest to women in your community?

What suggestions would you make regarding the content of such courses?

5. Within your occupation what would be your suggestions for the most effective methods of keeping-up-to-date? For re-entering the occupation after an extended absence?

Whose responsibility should it be to provide assistance in these areas?

APPENDIX "A"

SOME AMERICAN PROGRAMS IN CONTINUING EDUCATION FOR WOMEN

THE MINNESOTA PLAN FOR THE
CONTINUING EDUCATION OF WOMEN

This plan, established by the University of Minnesota in 1960, is directed to three kinds of women: (a) the undergraduate student - to help to take a realistic view of her future and develop plans for continuing her education after she leaves the university; (b) the young married woman - to help her to find ways to maintain her intellectual competence during the time she is at home; and (c) women of all ages who want to gain new knowledge and skills, or renew the old.

The core of the Plan is an advisory and co-ordinating service which helps women to develop a plan (short-term and long range) for continuing their education. The educational "holdings" of a woman are assessed and her interests and wishes ascertained. Then she is directed to courses, training programs and other resources (including educational television) both at the University of Minnesota and elsewhere which will enable her to follow through her program.

Special features of the Plan include scholarships, a co-operative nursery project and placement assistance. Specially designed daytime seminars have been developed in the General Extension Division for women in the plan. For instance, there have been seminars on literature and fine arts, and another, called "New Worlds of Knowledge" brought women up to date on the latest knowledge in the fields of the physical and biological sciences, humanities, sociology, psychology and economics.

A continuous record of accomplishment is maintained by the university for each woman enrolled in the program. This record includes not only courses taken for credit but other relevant achievements as well.

As of September, 1962, 898 women had enrolled in the Plan.

SARAH LAWRENCE COLLEGE - CENTRE FOR
THE CONTINUING EDUCATION OF WOMEN

This Center exists to encourage and assist women who want to resume their education to make suitable plans for doing so. The Centre limits its service to women who live in the greater New York area who have had at least one year of college work and who want to earn a degree.

The Center directs women to its own and the many other educational opportunities in and around New York City. It also encourages the creation of educational programs especially appropriate for women. For example, in one term at Sarah Lawrence College courses were set up in literature, American intellectual history, psychology and philosophy. Each course was limited to 15 students and met for one long session a week. This program is arranged so that students do a good deal of work on their own.

THE RADCLIFFE INSTITUTE FOR INDEPENDENT STUDY

A scheme has been instituted by Radcliffe College to encourage outstanding scholars and especially gifted women to carry on special projects and research.

The main part of the program is an "associate scholars" program for women who hold an advanced degree or its equivalent in achievement and status who want to resume independent study on a part-time basis. They must show evidence of past accomplishment and produce a specific plan of work.

The Institute provides scholars with financial means to permit them to take advantage of the scheme without detriment to domestic responsibilities. It offers them full facilities and resources of the university plus the companionship and guidance of authorities in many fields. Response to the program has been overwhelming with inquiries coming from all over the United States and various foreign countries.

In the first year of the Institute, 1961-62, there were 20 associate scholars ranging in age from late 20's to late 50's. All but one were married and had children. Eighteen had advanced degrees, one had a B.A. and one had not attended college. They included a pianist, a painter and a poet.

There is also a resident fellow program open to a small number of women who are already noted as scholars, artists, or professional women. They are invited from all over the world to spend a year at Radcliffe to work on their own special projects and are granted stipends commensurate with their professional positions.

FORD FOUNDATION PROGRAM FOR THE RETRAINING IN MATHEMATICS
OF COLLEGE GRADUATE WOMEN - RUTGERS UNIVERSITY (NEW JERSEY).

This program was begun in 1961 because of the shortage of mathematically trained personnel, it being apparent that there were women interested in a refresher course in order to resume employment.

The courses offered are designed for women who have been away from college and who need review, updating or an additional course or two in mathematics to qualify for a job.

All courses are given during the morning or early afternoon for the convenience of women with school-aged children. Scholarships are available to those who need financial assistance.

The program offers guidance, courses and placement services. Frequently the women are asked to fill jobs before they can even finish the course in which they are enrolled.

So far 132 women have completed at least one semester of study. The age range is 25-69 years, the average being about 41 years. 125 are married with children.

This year a course in the reviewing and updating of chemistry is also being offered.

SEVEN COLLEGE VOCATIONAL WORKSHOPS

Workshops are held at Barnard College under the sponsorship of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe, Smith, Vassar and Wellesley, in the fall and in the spring to guide women with college degrees in entering or re-entering the labour market. At a general meeting of workshop participants it was agreed that there was a need for a clearing house or directory of programs offering continuing education.

NEW YORK MEDICAL COLLEGE

There is a special program to train married women medical doctors in psychiatry at New York Medical College. Several adjustments are made, for example in working hours, and residence regulations, to permit them to meet the necessary requirements for psychiatry and maintain home responsibilities as well.

EXECUTIVE HOUSEKEEPERS

The Jane Addams Vocational High School in Cleveland, Ohio, has begun a training program for Executive Housekeepers of Homes for the Aged. It is an evening course, two days a week for thirty-two weeks. There are two sections - September to January and February to June. The content is comprehensive covering administration, institutional housekeeping, personnel relations and problems of the aged.

LOUISIANA STATE UNIVERSITY TRAINING HOME ECONOMISTS TO TRAIN HOMEMAKERS

A Public Health Service grant is being used by Louisiana State University to prepare home economics teachers to train visiting homemakers. The project was developed with assistance from a State Advisory Committee with representatives from the Departments of Education, Labour, Welfare, Board of Health, Medical Society and the Committee on Aging.

This summer 25 home economics teachers will attend a one-week workshop at L.S.U. where they will be trained to teach the homemaker course. They will develop a curriculum guide and handbook for the program.

When the teachers return to their communities the homemaker course will be available to applicants approved by the local State Employment Service and a Community Advisory Committee. The primary criteria in selecting trainees will be an interest in people, ability to read, write and communicate (minimum of Grade 8 or equivalent) and appearance. Homemakers will receive a certificate of recognition on completion of the course and will be assisted in finding employment.

APPENDIX "B"

ADDITIONAL RESOURCES

1. Chatelaine Magazine, November, 1963, will devote space to continuing education for women.
2. The Association of American University Women publishes a regular bulletin on continuing education for women called Women's Education. Subscriptions are \$2.00 per year payable to the A.A.U.W. Educational Foundation, 2401 Virginia Avenue, N.W., Washington 7, D.C.
3. The Dominion Bureau of Statistics carried out a survey recently on Participation in Adult Education. The report on this survey should be available early in the fall of 1963.
4. Job Training for the Mature Woman entering or reentering the labour force, 1962. - available from the Women's Bureau on request.
5. Women's Bureau Bulletin No. 5 - "Women in the Training Program for Unemployed Persons." (presently out of stock)
6. Women's Bureau Bulletin No. 4 - "Consultation on the Occupational Preparation of Women."
7. A New career after 30 - Women's Bureau Publication available from the Queen's Printer, Ottawa. Price 35¢.
8. The Training of Visiting Homemakers - A booklet available from The Canadian Welfare Council, 55 Parkdale Avenue, Ottawa 3, Ontario. Price 50¢.
9. Vocational and Technical Training for Girls in Canada - A Women's Bureau publication available from the Queen's Printer, Ottawa. Price 35¢.
10. The television courses mentioned on page 3 which will be offered in Montreal in the fall of 1963 are:

English station - Economics

French network - Chemistry, Theory of Federalism, Statistics, Geography, History of Canada and History of Art.

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R.N., M.A., AND MARY E. T. HARRIS, R.N., M.A.

THE COMMITTEE IS GRATEFUL TO THE PRACTICAL NURSES OF THE UNITED STATES AND CANADA FOR THEIR COOPERATION IN THE PREPARATION OF THIS PRACTICAL GUIDE.

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